Overview to: Understanding the English Online Interview

“This is a series of film clips that describe the tasks in the English Online interview modules.

The tasks address different literacy aspects of English. In the finalised assessment report these literacy aspects are clearly indicated.

These film clips help the teacher to see, which kind of tasks are used to address each of those literacy aspects.

The film clips are organised by the literacy aspects that we address. So one of those is oral language and listening comprehension. Another literacy aspect is phonics and phonemic awareness. Another literacy aspect is reading comprehension, reading accuracy and concepts of print, and the final literacy aspect is writing and spelling.

Every question in the English Online interview has a scoring rubric. The teacher uses the scoring rubric to evaluate the student’s response. The first category represents the highest level of student response. In some cases the question is simply marked as correct or incorrect. In other cases they’re partially correct responses that are given in other categories of the rubric below the first category. These describe stages in progression towards mastery of this particular skill.

These stages reflect partial understandings as the student is working towards mastery of the particular skill being assessed,

‘Okay James, this word is ‘best’. Can you point to the next word?’ ‘Rest’

by that question. These categories of partial achievement are very useful for teachers to help them identify where students are at in their learning and what they might need to learn next.

This diagram shows the distribution of students across the VELS levels based on the ‘English Online’ data for the four modules that were administered in 2009 and 2010.

The first bar shows the data collected at the start of Prep in 2009 and 2010, when students were administered Module 1. This shows that at the start of Prep, 95% of the students are working toward Level 1. Less than 5% of students are working above the Level 1 standard.

The second bar shows the data collected at the end of Prep in 2009, when students were administered Module 2. This shows that about 45% of students were working toward the Level 1 standard, about 40% of students were working toward the Level 2 standard and just over 15% were working toward the Level 3 standard. The distribution of student ability will be slightly higher when Module 2 is administered at the start of year 1 in 2011.

The third bar shows the data collected at the end of Year 1 in 2009, when students were administered Module 3. This shows that about 15% of students were still working toward the Level 1 standard, about 40% of students were working toward the Level 2 standard, about 35% were working toward the Level 3 standard and about 10% were working toward the Level 4 standard.
The fourth bar shows the data collected at the end of Year 2 in 2009, when students were administered Module 4. This shows that about 5% of students were still working toward the Level 1 standard, about 25% of students were working toward the Level 2 standard, about 45% were working toward the Level 3 standard and about 30% were working toward the Level 4 standard.